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AN ASSESSMENT OF THE CURRENT STATUS OF HIGH SCHOOL
PSYCHOLOGY TEACHING IN THE STATE OF WASHINGTON

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
G. James Mullen Jr.
August 1964

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CHAPTER I

INTRODUCTION

Enrollments in high school psychology courses have been increasing in the last twenty years or more (14:188). The increased interest in this subject by students and teachers alike tends to indicate a need for additional information relating directly to the teaching of psychology in the high school (9:146). As our society becomes increasingly complex, and the social pattern of man changes accordingly, the study of human behavior appears to take on added significance. While psychology is taught extensively at the college level, it must be realized that only a minority of our high school students will enter these institutions of higher learning. As our knowledge of the scientific world continues to grow, we must also develop means with which man can continue to obtain understandings of himself and others. By providing educational experiences which will allow for the study of human behavior, a greater opportunity will exist for the members of this society to gain a better understanding of the individuals within the society. These educational experiences should be designed to assist the students in further understanding their own unique characteristics and their

immediate environment, as well as the complexities of the society in which they are to function. Furthermore, it has been shown that high school students do have a favorable attitude in regard to high school psychology and the additional insights offered by this subject (9:146). Again, it must be recognized that a majority of these high school students will never reach our nation's colleges. The obvious alternative is that we present this information at the high school level.

The primary purpose of this paper is not to argue the cause for the teaching of high school psychology, but rather, to emphasize that if psychology is offered in the high schools, educators must determine the direction, the objectives and the anticipated outcomes if they are to attain the goals mentioned above. More specifically, educators must be prepared to offer a course that will facilitate the student in obtaining insights necessary for subsequent self-actualization in his immediate environment.

I. PURPOSE OF THE STUDY

With the above ideas in mind, the primary purpose of this study was to obtain information concerning the current high school psychology offerings in the State of Washington. It is hoped that this investigation will contribute to a

better understanding of the current status of psychology as it is now being taught in the high schools of this state.

The information and knowledge obtained through the study suggests several areas of functional application. First, by determining the status of high school psychology, a current level of curriculum development can be established. It will be from this level that future gains in the process of educational curriculum development will be launched. That is, by establishing a current basal developmental level, educators will be better equipped to continue in the direction of curriculum improvement for high school psychology courses.

Second, it is highly possible that institutions of higher learning might utilize these findings in the examination and development of their introductory psychological offering. With ever-increasing enrollments, the possibility of various modifications in the introductory college psychology course becomes more of a reality. Some of these modifications might well be based upon the results of a study of this nature.

A third area of application would be in curriculum development. These results could be used by a joint committee for the purpose of developing state and local curriculum guides for the teaching of psychology in the high schools. These guides would be similar to those now in

circulation in the fields of English, physical education, mathematics, et cetera.

Finally, it is the intent of the writer to provide research findings in the field of high school psychology that will be of value to the professional organizations of both education and psychology. Through an intensive evaluation of these results, it is anticipated that information will be provided which will contribute additional insights to these professional groups. Since the high school level appears to represent an initial contact with the discipline of psychology, it is anticipated that these findings will have particular value to the field of psychology in general. By applying these results to an observation of high school psychology, the various psychological associations at the local, state, and national levels will be better equipped to examine high school psychology, the area of initial pupil exposure to the field.

III. IMPORTANCE OF THE STUDY

A Professional Service Survey (18) conducted by the Office of the Superintendent of Public Instruction identifies a total of seventy-eight high schools in the state of Washington who were teaching at least one course in psychology in the 1962-63 school year. However, at this time there is little information available regarding the

content of these curricula, their frequency, or their general objectives. Also, it is necessary to obtain additional information regarding these courses as viewed by students and teachers alike, in order to gather data which can be utilized in the future development of curricula. While there is some evidence presently available indicating a high degree of student acceptance of psychology by high school students, further study is needed to determine (1) if this favorable acceptance exists in the schools of Washington, and (2) what aspects of these courses appear to be the bases for this acceptance. The factor of acceptance, plus other student and teacher attitudes are imperative in this assessment.

At the present time, introductory psychology is generally a basic requirement at most colleges. However, since the number of high schools teaching psychology is increasing, the possibility of modifying this requirement on the basis of previous high school work becomes a reality (4:352). Before proposing any serious modification of the college offering, an assessment of present high school courses is necessary. Also, by investigating present curriculum content at the high school level, this study proposes to introduce information which will provide additional insights to college personnel regarding the psychological training of their introductory students.

Another importance of this investigation will be to establish information regarding the retention of learnings from high school to college. Specifically, will this course assist the student in achieving significantly higher than his peer who has not taken the high school course?

To summarize, it is hoped that by determining the present status of high school psychology in the state of Washington, significant data will be provided for subsequent development and planning in the area of curriculum. The importance of this paper therefore is to provide information pertaining to the current status of high school psychology in this state.

CHAPTER II

APPROACH TO THE STUDY

This study was initiated in the Spring of 1963. With motivation and guidance provided by the committee chairman, the writer began a comprehensive search for information dealing with the teaching of psychology in the high schools of Washington. After consulting the Office of the Superintendent of Public Instruction and the Washington State Psychological Association's committee on the teaching of psychology, it was determined that a definite need existed for a study of this nature. At the state level, specific research dealing with the content, frequency, and objectives of these high school psychology offerings provides limited information. Work done by the Washington State Psychological Association and Dr. James Elder, past chairman of the association's committee on the teaching of psychology, has provided additional information but has not dealt exclusively with the objectives of this study.

Additional motivation for the study was provided by Dr. T. L. Engle who has done extensive research in this field, and who is the author of numerous publications dealing with high school psychology. His textbook, Psychology: Its Principles and Applications, is currently in its fourth edition and is used extensively throughout the public

schools of the nation. Several communications with Dr. Engle provided additional support relative to the need for continued research in the area of high school psychology.

After definitely establishing this need, specific purposes and objectives for the study were established as discussed in Chapter I. Information was gathered through the use of questionnaires with (1) high school psychology teachers, (2) high school psychology students, and (3) college students currently enrolled in an introductory college psychology course who had taken psychology in high school. A second method of obtaining information was through personal interviews with the instructors of introductory psychology courses at Central Washington State College, Washington State University, and Yakima Valley College.

I. HIGH SCHOOL TEACHER'S QUESTIONNAIRE

Subjects

The high school teacher's questionnaire (see Appendix A, page 81) was sent to the principal of each high school known to be teaching psychology. This information was obtained from the 1962 Professional Service Survey conducted by Dr. Ray E. Jongeward, Director of Research for the Office of State Superintendent of Public Instruction. Principals were informed of the nature of the questionnaire

and requested to forward it to the members of their staff, who were currently responsible for the teaching of psychology in their respective schools. A total of seventy-eight high schools were identified as schools who were, at the time, teaching a psychology course. Of the seventy-eight questionnaires distributed for completion, fifty-three usable returns were obtained representing a 68.831 per cent return. The teachers were not identified by sex, age, or race. Therefore, the subjects used in the gathering of this information were fifty-three high school psychology teachers from the public schools of the State of Washington.

Materials

Each teacher received an introductory sheet which explained the purpose of the study, as well as containing other pertinent information (see Appendix B, page 86). Also, the teacher received a two page questionnaire consisting of twenty-five items. The questionnaire contained a self-addressed, stamped returnable cover sheet to facilitate in the procedure for return to the writer.

Procedure

Each teacher was requested to complete and return the questionnaire. The questions were self-explanatory and offered little need for additional, specific directions.

II. HIGH SCHOOL STUDENT'S QUESTIONNAIRE

Subjects

A total of 187 high school students were used in the completion of this questionnaire. These were male and female students of junior and senior year class standing. At the time the questionnaire was administered, these subjects were enrolled in the psychology course offered by their respective high schools. Subjects were selected from Sammamish Senior High School and Bellevue Senior High School in Bellevue, Washington, and from Renton Senior High School, Renton, Washington.

Materials

Each student was requested to complete a two page questionnaire (see Appendix C, page 88). This questionnaire consisted of thirteen items which required checking or circling of appropriate responses. The questionnaire required a minimal amount of written explanation.

Procedure

These questionnaires were administered in the psychology classes of each of the three high schools. Two of the classes were from Renton Senior High School, three from Bellevue High School, and four from Sammamish Senior High School. The questionnaires were distributed, administered,

and collected by the teachers of the respective classes. The teachers were requested by the writer to explain to their students that this information would be used in the writing of a research paper. Also, the teachers were requested to ask the students to complete the questionnaire to the best of their ability, and as objectively as possible. These instructions to the teachers were communicated verbally as no structured, written instructions were utilized.

III. COLLEGE STUDENT'S QUESTIONNAIRE

Subjects

To gain additional information regarding attitudes toward high school psychology, a third questionnaire (see Appendix D, page 92) was administered to students who were currently enrolled in introductory college psychology courses, who had taken taken psychology in high school. These subjects were selected from classes at Central Washington State College, Washington State University, and Yakima Valley College. The questionnaire was administered to male and female students. No attempt was made to identify class standings, but due to the introductory nature of the college course, it was assumed that the majority of these students were of lower division standing.

Materials

The subjects were provided with a two page questionnaire consisting of fourteen items to be completed by circling or checking of appropriate responses.

Procedure

In each introductory psychology class utilized, students were asked to identify themselves, by a show of hands, if they had taken psychology in high school. They were then provided with the questionnaire which was completed during class time. The average completion time for this was approximately ten minutes. Each student was asked to place his or her name on the first sheet of the questionnaire. These names were later used in the college grade analysis.

The questionnaires were distributed, administered, and collected by the writer. Again, no specific directions were utilized. The subjects were informed verbally that this information was being gathered for the purpose of a research project at the Master's Degree level. It was further explained that names were being requested for additional research purposes, and not for any form of student evaluation by the course instructor. The latter point was emphasized.

IV. COLLEGE GRADE ANALYSIS

Subjects

A total of 1,251 college students were utilized as subjects for this analysis. These were male and female students who were enrolled in introductory college psychology courses at Central Washington State College, Washington State University, and Yakima Valley College.

Procedure

As mentioned above, those subjects completing the college student questionnaire were requested to place their names on the front sheet. By using these names as a method of identification, it was possible to identify among the 1,251 total number of subjects those who had taken psychology in high school, and the remaining enrollees of these classes who had not taken the high school course. Of the total number of subjects, 206 were found to have taken a high school psychology course, and 1,045 had not. At the conclusion of the course, final letter grades were obtained for the entire 1,251 subjects. A comparison was then made of this record of performance of those who had the high school course, and those not having the high school course, to see if any distinction in academic performance was evident. In addition, final raw score points were obtained

for Central Washington State College subjects and an additional comparison of these raw score data was computed.

CHAPTER III

REVIEW OF THE LITERATURE

I. INITIAL COURSE OFFERINGS

The teaching of high school psychology, although not titled as such, had its beginning in 1840. It was this year that Thomas C. Upham published Elements of Mental Philosophy as a "text for academies and high schools" (4:717). Coffield and Engle found evidence that psychology as a subject has been in the secondary curriculum "since 1895 and possibly long before that" (16:350). While we have no data regarding the degree of utilization of the early texts, or information specifying the content of the earlier classes, we can conclude that the teaching of high school psychology has existed for a longer period of time than is generally recognized.

The divergence of topics treated in the early texts indicates the problem of determining course content has as long a history as does the offering of high school psychology. However, we can gain some insight by an observation of some of the earliest textbooks to be published. Such texts as Elements of the Philosophy of Mind Applied to the Development of Thought and Feeling, A Manual of Moral Philosophy Designed for Colleges and High Schools,

Elementary Psychology, The First Principles of Mental and Moral Science for High, Normal, and Other Secondary School and for Private Reading, and Rudimentary Psychology for Schools and Colleges do offer some possible suggestions (16:717). These texts were primarily utilized to meet the needs of the academies and other private institutions, and seem to suggest a curriculum somewhat different from that which now exist. Today's texts are mainly utilized in the more heterogeneous public school setting, thus reaching a larger sampling of student population representing highly diversified levels of educational interests, abilities, and goals.

Other information regarding these courses is not available. However, their importance to us was not in content alone, but also in their actual existence, since they were the initial steps in the development of what we have today, over a century later.

II. PSYCHOLOGY IN THE HIGH SCHOOL CURRICULUM

The content of the secondary school curriculum has been a topic for discussion and debate for many decades. In recent years, the question of what should be taught has been compounded due to the increasing complexities of the environment in which we live. The discipline of psychology does not evade this debate.

There has been considerable study of psychology as a separate high school subject. An illustration of this is Burgum's statement in 1940 that:

Educators, psychologists and psychiatrists are now becoming increasingly concerned with the problems of mental health and personal adjustment. . . . The movement has gained sufficient momentum to provoke a widespread interest in the question: Shall we teach psychology in our high schools (2:45)?

Although psychology was being taught in some schools at this time, the instances were rare. The statement, therefore, indicates a degree of awareness of the topic of mental health and does present a purpose for teaching the course.

Coffield states that the need is "obvious" for the teaching of psychology in our high schools. He justifies its presence in the curriculum because of the benefit it will lend in developing our oncoming citizens; "an area which can help each student understand his unique role in the social stream." Coffield continues to state that we too often forget that the majority of our high school students do not go on to college and thus have very little or no exposure to "legitimate" psychology (3:200-203).

Engle cites the growth of enrollment when he states that:

Enrollments in courses in psychology have been increasing during the last twenty years, or even longer, and that today psychology is offered in the high schools of at least thirty-four states, perhaps in all of them (12:140-143).

If enrollment is increasing in these courses, we thus find ourselves facing the problem--what is the purpose of having psychology taught in the high schools? Engle and Bunch suggest several objectives for this course when they state:

The principle purposes for offering instruction in psychology seem to be: to help the students understand themselves and their personal problems; to develop understanding of social problems and increase ability to live harmoniously with others; to provide instruction in elementary principles of psychology (14:188-193).

Helfant takes evidence from students who have had the class, teachers who have taught the class, and "reflections on the nature of human beings and the educative process" to substantiate his claim for teaching the course. He believes that this class serves to:

1. Help the student to better understand himself, thus alleviating many personal problems.
2. Exploit the adolescent's natural interest in himself.
3. Assist in vocational guidance and in increasing efficiency in study habits.
4. Fortify students about popular misconceptions about psychology.
5. Help prepare the student for family life.
6. Provide background for other courses (15:467).

Smith lists his first purpose or objective, for high school psychology as a need for "improved adjustment of the individual student." A second objective Smith states is

related more to the "social" phenomena which he feels we are now inadequately teaching in the curriculum. Among these are "acts of mob and social psychology as war, panic, racial tensions, and labor disputes." By gaining a degree of self-understanding, Smith feels the student will better be able to "recognize deviations in behavior which make the individual unable to live in a social group." This is the third objective stated by Smith. He concludes by stating that these and other secondary goals should each contribute to the major goal of "understanding and controlling behavior" (19:1-4).

Criticisms

However, as an elective course, psychology does not reach many of our students. Engle states that fewer than a tenth of the nation's high schools are teaching psychology, and while enrollment is increasing, only about 1 per cent of these students are enrolled in psychology (12:140-143).

Coffield presents some insight regarding this enrollment figure. He states that the two most common criticisms of the course are: (1) content or curriculum, and (2) methodology and/or staffing (3:200-203).

In another review, Engle and Bunch list several reasons for psychology not being taught more often:

Several studies have sought expressions of opinions as to why psychology was not taught as a

separate subject. Reasons such as the following were noted: the teachers already have a full load and the curriculum is crowded; teachers with adequate psychology preparation and otherwise qualified are frequently not available; psychology is too advanced for high school students; psychology is not required for college entrance; might tend to make students morbidly introspective; inertia and lack of interest on the part of administrative officials; psychology is taught with too much emphasis on theory and not enough on practical application (14:188-193).

Contemporary Ideas

The purpose of this study is to investigate the contemporary attitudes and conditions relating to high school psychology in the State of Washington. The primary motivational factor here is a lack of current or contemporary knowledge to utilize in our attempts to seek additional gains and improvements in the field. However, a review of the presently existing material will assist in gaining insight of what high school psychology is at the present time.

Frequency of Offering

Engle reports in 1951 that psychology is taught in thirty-four states. The same report goes on to state that 8.4 per cent of 12,939 schools in twenty-nine of these thirty-four states do offer a psychology course. Generally speaking, when offered, psychology is taught in the larger high schools. The class is an elective in each state, and more frequently offered at the junior and senior level.

One-third of these states offer psychology as a one semester class, and in some states it is offered as either a one or a two semester subject. ". . . credit for psychology is usually granted in social science" (8:467-471).

Helfant reports that:

Over the past forty years there has been a gradual increase in the number of courses in psychology, as a separate area of study, offered in American high schools. At the present time about 0.7 per cent of all high school pupils are enrolled in courses which are definitely labeled 'Psychology,' 'Guidance,' 'Human Relations,' or 'Social Adjustment.' It is likely that an additional 2 per cent or more of the high school pupils are enrolled in courses which, though not labeled 'Psychology,' involve subject matter which is largely psychological in nature (15:467-473).

Berg and Brown report from a study of Western and Midwestern states that a high school course in "psychology" is offered in more than one-fifth of the cities canvassed. The school is generally one of the larger schools. Credit is given for the course, which usually lasts one semester, and is an elective (1:240-244).

Content

From an examination of texts, Engle has, in a general way, identified areas of course content. He states that, "In general, these books aim to meet the personal and social adjustment objectives of secondary education." Specifically, these texts tend to place emphasis on

personality, learning, mental hygiene, and biological foundations (12:140-143).

Engle states that following an introduction to the general field, student suggestions are helpful in establishing course content.

Such suggestions are almost certain to contain something of the spectacular, but with a wholesome foundation of interest in practical applications of psychology in business, popular fallacies, personality, and social problems (5:49-51).

Berg and Brown administered a check list containing thirty-one names of topics. The areas most frequently checked (in order of occurrence) were: personality, feeling and emotion, social behavior, motivation, habit, mental hygiene, and how to study (1:240-244).

Methodology

Since teacher preparation and availability, plus course content, are the two outstanding obstacles in establishing a course in high school psychology, a study of methodology becomes highly significant.

Engle and Bunch cite Berg and Brown, Garber, Ethel, and Engle, who indicate that psychology classes are conducted by a number of varying methods. However it can be concluded from the research findings that the text is the basis for classroom presentation. Lecturing, recitation from the text, outlining of chapters, use of workbooks,

reports and themes are some of the more frequent methods utilized. Some other methods mentioned were discussions, panels, debates, and forums (14:188-193).

Helfant cites a study by Engle in which he reports that only nine states have specific licensing requirements for teachers of psychology. He goes on to state that, from this study, it was found that teachers of high school psychology had an average of 18.49 semester hours of psychological training (15:467-473).

A report by Engle states:

More than two-thirds of the teachers of psychology have had a significant amount of under-graduate course work in psychology, and more than half of them have had some graduate training in psychology (12:140-143).

A detailed analysis of the current textbooks indicates a continuing growth of high school psychology. In the past, a teacher interested in establishing a course in high school psychology found it difficult to obtain a suitable text for student use. This situation, however, has changed. Today a growing number of textbooks are available, and offer the teacher a wide range of content variety.

A review by Engle provides information regarding the content of these current texts. From this analysis of subject matter the results indicate that mental hygiene, personality and interpersonal relationships, and concepts of

learning represent the major areas of emphasis. Less emphasis is placed on biological foundations, vocational guidance, and social problems. Very little space deals with the areas of statistics and intelligence (7:343-347).

The results of recently published texts are encouraging. Previous studies indicate teacher training in the psychological areas is somewhat less than desirable, and that in most classes the text is the main source of material. Therefore the need for adequate textbooks, and supplementary teaching materials becomes imperative.

The presentation of material in high school psychology courses varies considerably. Engle states that:

Apparently no one knows how psychology should be taught in high schools (or in colleges or universities for that matter) . . . high school teachers use a wide variety of methods and techniques in their teaching of psychology. Apparently the kind of teaching they do depends upon their training in both Psychology and Education, the nature of their teaching experience, and the facilities available (10:346-348).

Engle further reports that the textbook is the most widely utilized teaching aid. Supplemental readings are generally obtained from The Reader's Digest, The Saturday Evening Post, Life, Colliers, Ladies Home Journal, Look, Coronet, Time, Woman's Home Companion, and Science Digest. Very few teachers make use of the profession's journals such as are published by the American Psychological Association.

Activities are generally developed as projects from the text and workbook. Some teachers use the survey method as an activity. Projects such as panels, forums, et cetera were utilized by less than half the teachers surveyed in the study (10:346-348). About half of the teachers reported the use of demonstrations and explanations of standardized tests. However, 60 per cent of the teachers surveyed reported that these tests were administered in their classes.

Two final sources of teaching materials mentioned were audio-visual aids and community resources. Films were reported to be used rather extensively by teachers (72 per cent). The community resources most commonly utilized were guest speakers, generally psychologists, psychiatrists, doctors, social workers, ministers, and so forth. Finally it was reported that the evaluation of student performance in these classes was usually measured through texts combining objective and essay type questions (10:346-348).

III. STUDENT ATTITUDES RELATED TO COURSE OFFERINGS

One of the questions most basic to the teaching of any course is: What do the students obtain from the exposure to the subject matter presented? An assessment of student perceptions becomes still more significant in the teaching of an elective course. Since psychology is a

growing and relatively new area in the high school curriculum, an assessment of student attitudes offers constructive, evaluative information.

Engle reports that pupils would like to have more psychology offered in their high schools. These students reported that psychology is more valuable in meeting some of the objectives of secondary education than are some other subject matter areas. Boys seem to be even more favorable toward high school psychology than are girls. These students also reported that psychology was best suited to meeting the problems of home-membership and personality objectives than any other subject mentioned in the study (6:473).

In another study by Engle, he reports that in 65 per cent of the high schools sampled, psychology is offered for one semester. However, 87 per cent of these pupils indicate a desire for two or more semesters of psychology. Of the teachers sampled, 91.5 per cent felt that pupils "responded favorably" to the course offering. It was the feeling of these students and teachers that psychology was "above average" in meeting the modern objectives of secondary education. They also agreed that this course contributes most highly in meeting the "cooperation and family-life objectives" of secondary education. Engle cites as the most significant aspect of the study the fact that the

students who had had two semesters of psychology rated the course significantly higher than did those who had taken only one semester (13:116).

III. FUTURE CONSIDERATIONS

Engle, as mentioned before, found that most supplemental readings were assigned from such magazines as The Reader's Digest, The Saturday Evening Post, Life, et cetera. Of 197 responses to this question, 90 per cent stated that they used these magazines for "psychological" articles. The Journal of Applied Psychology was mentioned three times, and the Journal of Abnormal and Social Psychology was mentioned twice (11:206).

Two other questions were: "Are you a member of the American Psychological Association?" and "If not, would you be interested in becoming a member providing that some class of membership were established for high school teachers of psychology?" Of 217 teachers sampled, only two were members of the American Psychological Association. However, 126 teachers (58.6 per cent) indicated that they would be interested in joining if the possibility did exist (11:206).

These two factors of outside available source materials and of professional affiliation represent a responsibility that the psychological profession owes to

these teachers. While some effort is now being directed in this area, additional efforts are needed for future progress and improvement.

CHAPTER IV

RESULTS AND INTERPRETATIONS

I. HIGH SCHOOL TEACHER'S QUESTIONNAIRE

The initial item of this questionnaire requested information regarding degree(s) held, and areas of academic preparation. Bachelor's degrees were reported by thirty, or 57 per cent of these teachers, while twenty-three, or 43 per cent reported holding degrees of the Master's level. The most frequently mentioned area of preparation was in the social sciences. A total of twenty teachers, or 37 per cent, reported this preparation. A total of twelve, or 22 per cent psychology or guidance majors were reported.

From these results it is indicated that almost half of the high school psychology teachers in this state hold a Master's Degree in one academic field or another. It is also evident that the undergraduate psychology major is held by a small minority of these teachers. This would suggest that the assignment of the psychology class to a given staff member is based upon criteria other than academic preparation. One difficulty in obtaining properly qualified staff to fill these positions is the small number of teachers who complete the psychology major. Until recently, with the possible exception of the program

TABLE I
THE AREA OF MAJOR ACADEMIC PREPARATION OF
FIFTY-THREE TEACHERS CURRENTLY TEACHING
PSYCHOLOGY IN WASHINGTON STATE

Area	Number of teachers	Per cent
Social science	20	37
Psychology	12	22
Education	9	17
Physical education	7	13
English	2	4
Administration	1	2
Industrial arts	1	2
Music	1	2
Science	1	2

at Central Washington State College, instructors at schools of higher learning have not encouraged students in the teacher-education programs to develop such a major. The situation, however, is not confined to the area of psychology, as many teachers in our secondary schools teach subjects outside of their major areas of preparation. This condition in part is due to the problems in the small high school wherein a full program is offered with few staff members. This results in each high school teacher teaching several subjects.

In indicating the number of courses taken which were relevant to the teaching of their psychology class, a mean of 6.58 courses was indicated ("relevant" could be perceived as courses beyond psychology). The range of courses taken was from zero - fourteen.

A mean of 11.56 years of teaching experience was reported by these teachers. However, these same teachers report a mean of 4.94 years teaching experience in the field of psychology. This seems to indicate that the psychology course is being taught by an "experienced" teacher who has taught this course for a relatively shorter span of years.

Item number five of this questionnaire requested information pertaining to interest in affiliating with the American Psychological Association's special membership

category for those teachers interested in high school psychology. A total of forty-three teachers, representing 86 per cent of those responding, indicated a desire to gain membership in this organization. Seven, or 13 per cent responded in the negative, while one teacher reported a current membership in this special A. P. A. category. The large majority of positive responses to this item suggests that membership in a professional psychological association is highly desired by the high school psychology teachers of this state.

From the data, it is quite evident that a large majority of these teachers are responsible for other courses as well as psychology. Of fifty-three respondents to this item, forty-nine, or 92 per cent indicated other teaching duties, while only four, or 8 per cent stated that they taught psychology exclusively. These teaching areas include a broad representation of curriculum subjects, but are centered around three specific areas. Twenty-five are teaching in the social sciences, eighteen are teaching only in history, and eleven are teaching in the languages. In addition to teaching psychology, two reported duties in music, two in industrial arts, and one each in physical education, school psychology, and counseling. One teacher of psychology was also the high school principal. By comparing the distribution of these teachers in all nine

subject-matter areas reported, a Chi Square value of 94.92 ($p. < .01$) was obtained. This definitely indicates that these teachers are not distributed proportionately in these nine subject-matter areas, and that a significantly greater number are engaged in one subject area. A Chi Square value of 5.44 ($p. > .05$) was obtained by comparing the three leading areas of history, social science, and languages. This does not indicate a significantly larger proportion of these teachers to be engaged in either of the three leading subject-matter areas.

High schools represented by the respondents to this questionnaire had an average enrollment of 799 students. These enrollments ranged from a low of 35 to a high of 2,700 students, with a median enrollment of 510. This mean-median difference is accounted for by the fact that there are a few schools with very large enrollments which tend to increase the mean enrollment.

Forty-five of these schools have one psychology teacher, while seven have two teachers, and one school reports having three psychology teachers. A Chi Square value of 64.7 ($p. < .01$) was obtained by comparing these three categories. Quite obviously, this Chi Square value does not indicate an evenly distributed proportion within the three areas.

In asking the number of psychology sections taught by each teacher, a mean of 2.14 was reported, ranging from one to five sections per teacher. The information received in the areas of additional teaching load, school enrollments, number of psychology teachers per building, and sections taught by each teacher provides evidence that the amount of psychology now being taught is generally not of sufficient volume to support more than one teacher who is also responsible for the teaching of other subject-matter areas.

The eleventh item of this questionnaire was concerned with the duration of the course offering. Thirty-four, or 62.96 per cent of the teachers indicated that their course was for one semester, while twenty, or 37.03 per cent reported a two semester offering. A Chi Square value of 3.63 ($p > .05$) was obtained by comparing these two durations of course presentation. This does not indicate a significantly different distribution of these two forms of presentation, and does not indicate a significantly greater proportion in either of the two forms.

In twenty-nine, or 54.71 per cent of the cases, psychology is offered during the senior year. Eighteen, or 33.96 per cent of these schools offer psychology to seniors and juniors. Table II further illustrates the grade level at which psychology is offered.

TABLE II
GRADE LEVELS AT WHICH PSYCHOLOGY IS OFFERED
IN FIFTY-THREE HIGH SCHOOLS IN THE STATE
OF WASHINGTON

Class	Number of schools	Percentage of schools
Senior only	29	54.71
Junior only	1	1.88
Juniors and seniors	18	33.96
Other	5	9.43

A Chi Square value of 2.57 ($p > .05$) was found when comparing the number reporting senior offerings and those reporting the junior-senior offering. This does not indicate a significantly greater proportion of offerings for the senior class group.

The course in psychology was reported to be an elective in each of the questionnaires returned. Evidence seems to suggest then that psychology is being taught for one or two semesters to junior and senior level students, on an elective basis.

Results from item fourteen of the teacher questionnaire show that psychology has been taught in these schools for a mean of 7.62 years. This represents a range of from one to twenty-one years. Twenty, or 46.51 per cent of the forty-three respondents indicate that psychology has been

introduced within the last five years. This indicates that the number of schools teaching psychology as a separate subject, has almost doubled within the last five years, and suggests that the teaching of this subject in the high schools of this state has rapidly increased during these past five years. From this information, it can definitely be stated that the teaching of psychology has been on the increase in this state.

Teachers were asked to rate the degree of appeal that psychology had to students. On a rating scale ranging from one to seven, with one representing the undesirable extreme, and seven the desirable extreme, these teachers rated the item accordingly. A mean of 5.54 and a median of 6 was reported. This would indicate that these teachers believe that the psychology class has a "highly desirable" appeal to their students.

The questionnaire revealed that 4,638 students received instruction in high school psychology during the 1963-64 school year. This represents 11.15 per cent of the total students from the fifty-three schools utilized in this study. This figure of 4,638 represents 3.16 per cent of the 146,702 students enrolled in grades ten through twelve for the 1963-64 school year. Also, the seventy-seven schools teaching psychology represent 27.5 per cent of the 280 accredited high schools during the 1963-64

school year. It can be seen by these figures that the course in high school psychology is elected by a minority of our total high school population. The range in numbers of students (by school) instructed during the 1963-64 school year was represented by a low of 4 to a high of 350 students.

When asked if interest in the psychology course was increasing or decreasing, the results indicate that teachers feel that this interest is on the increase. Again utilizing the one to seven rating scale, a mean of 5.52 and a median of 6 was obtained. If this rating by teachers is indicative of student attitudes, a reason for the recent increase in high school psychology offerings can be suggested.

In attempting to identify the "type" of student who enrolls in this psychology elective the teachers were asked for an opinion concerning the general ability level of their students. On the one to seven rating scale, with a "1" representing the extreme below average and a "7" representing the extreme above average ability, a mean of 5.28, and a median of 5 were obtained. This suggests that teachers see these students as being representative of an "average" ability level. Since psychology is an elective and is offered most frequently at the junior and senior level, no other criteria appear to be evident in

distinguishing who selects this class. Subsequent studies might be concerned with some of the reasons offered by students for selecting this elective. This would provide additional information in determining the interests and objectives of the student who selects this elective course.

Only two, or 3.84 per cent of the teachers indicated that they did not require their students to utilize outside supplementary readings. With such a large percentage of teachers requesting outside readings (96.15 per cent), the origin of these outside sources should be of vital interest and concern to those in the fields of education and psychology. This indicates a need for additional study regarding the supplemental psychological readings which are currently available to the high school psychology teacher.

Seventy-two per cent of the teachers responding to the questionnaire utilized the textbook, Psychology: Its Principles and Applications, by T. L. Engle. A Chi Square value of 122.3 ($p < .01$) indicates that a significant proportion of these teachers are using Engle's textbook. Table III indicates the distribution of textbook authors used.

When asked if they were satisfied with their present text these teachers indicated on the one to seven rating scale, a "moderate" degree of satisfaction. A mean of 4.85 was obtained from the calculations of these ratings.

This seems to indicate that the teachers are only moderately satisfied with the available textbooks. Since a significant majority are using Engle, this rating is generally based on this text. These ratings of Engle's text were based upon either second or third editions. With the appearance of a fourth edition in the Fall of 1964, subsequent study of this text, as done in this paper, would provide valuable information for comparing teacher attitudes of this new edition, as against those attitudes relating to the previous editions.

TABLE III

TEXTBOOKS USED IN HIGH SCHOOL PSYCHOLOGY COURSES
BY FIFTY-THREE WASHINGTON STATE HIGH SCHOOLS

Author	Number used	Percentage used
Engle	41	72.22
Sorenson-Malm	6	11.11
Morgan	2	3.70
Ruch	6	9.25
Munn	1	1.85
Landis-Landis	1	1.85

Twenty areas of psychological study were listed for the purpose of determining teacher attitudes relating to strengths and weaknesses of their text. Chi Square values were obtained in order to measure significance between these strengths and weaknesses. Table IV shows the results

of this rating. Due to the large majority of teachers using Engle, the results pertain only to his text. These results show that significant strengths were reported in the areas of learning, personality, getting along with others, intelligence, heredity, and mental health. Significant weaknesses were reported in the areas of discipline, and vocational information. While they are reported as weaknesses of the text, it becomes questionable if discipline and vocational information are of primary importance to a text in high school psychology. From these ratings it appears that these teachers see more significant strengths (six) than they do weaknesses (two), thus indicating a degree of approval for this specific textbook. Therefore, it appears that these teachers are satisfied with certain specific areas of the text, but in general are only "moderately" satisfied with Dr. Engle's book.

It appears that the lecture method, and discussions are utilized as the main means of presenting course material. By comparing the seven possible responses contained in this item a Chi Square value of 24.72 ($p. < .01$) was obtained, thus showing that these two forms of presentation are utilized proportionately more than the others. Table V gives a summary of the methods used by these teachers in conducting their classes. (Since each teacher

TABLE IV
TEACHER RATINGS OF STRENGTHS AND WEAKNESSES OF THE
HIGH SCHOOL TEXT, PSYCHOLOGY: ITS PRINCIPLES AND
APPLICATIONS BY T. L. ENGLE

Subject-matter area	Number of reported strengths	Number of reported weaknesses	χ^2
Learning	31	3	23.05*
Motivation	11	20	2.61
Personality	27	7	11.76*
Getting along with others	25	5	13.33*
Intelligence	27	6	13.36*
Testing	11	19	2.13
Hereditry	22	8	6.53**
Environment	22	10	4.50
Maturation	14	17	.29
Perception	19	10	2.79
Mental health	26	9	8.25*
Emotions	18	15	.27
Boy-girl relations	21	11	3.12
Family conflict	15	14	.03
Mental illness	21	13	1.88
Preparation for marriage	20	11	2.61
Discipline	5	22	10.70*
Social attitudes	15	16	.03
Vocational information	6	22	9.14*
Biological aspects	18	12	1.20

*Significance at the .01 level

**Significance at the .02 level

TABLE V
METHODS USED BY FIFTY-THREE HIGH SCHOOL PSYCHOLOGY
TEACHERS IN PRESENTING COURSE MATERIALS

Method	Number of teachers using this method
Lecture	50
Class discussion	51
Experiments	36
Demonstrations	26
Case studies	31
Projects	34
Others	18

could list one or more methods, the total responses naturally exceed the number of respondents to the item.)

By totaling the number of each item reported, a sum of 246 is obtained. This sum was reported by a group of fifty-three teachers. This indicates a mean of 4.64 methods of presentation for each teacher reporting. From this it can be seen that there appears to be no one single preferred method of presentation, but rather a combination approach utilizing a variation of the methods shown above is desired. Therefore, there appears to be no one exact method of teaching high school psychology, but instead teachers prefer to vary their means of presentation.

For the purpose of obtaining information concerning emphasis placed upon specific subject-matter topics, each teacher was asked to rank seventeen areas of psychological study in order of their importance, ranging from one to seventeen. Table VI presents the results of this ranking.

It is difficult to assess the implications of the leading topic of "personality" since a variety of definitions are given the term. It was assumed that in receiving this ranking, that the teachers are using the term in the more popular definition (adjustment, mental health), and are not referring to the study of the psychology of personality (theory, research, and assessment).

TABLE VI
FIFTY-THREE HIGH SCHOOL PSYCHOLOGY TEACHERS' RANKINGS
OF CLASSROOM TOPICS IN ORDER OF IMPORTANCE

Position	Topic	Mean ranking
1.	Personality	3.22
2.	Personal adjustment and self-understanding	4.06
3.	Feelings and emotions	4.97
4.	Motivation	5.91
5.	Learning	6.02
6.	Mental hygiene	6.08
7.	Social behavior	6.56
8.	Aptitudes, abilities, and interests	7.91
9.	Intelligence	8.16
10.	Habits	8.62
11.	How to study	9.18
12.	Getting along with others	9.41
13.	Sex education	11.94
14.	Dating	12.27
15.	Occupational-vocational information	12.97
16.	Statistics	13.76
17.	Extra-sensory perception	13.80

The final item of the questionnaire requested the teachers to rank in order of importance the objectives of their courses. Table VII gives the results of this ranking.

It is evident from this ranking of classroom topics and course objectives that they are highly comparable in their mutual goals. As indicated by the ranking of topics and objectives, the high school course is primarily concerned with "personality, personal adjustment, and self-understanding."

II. HIGH SCHOOL STUDENT'S QUESTIONNAIRE

When asked if psychology should be a one or two semester course; 153, or 81.81 per cent of these high school students indicated a preference for the two semester offering. The remaining thirty-four students representing 18.18 per cent of the sample, preferred the one semester program. The entire sample was composed of students enrolled in the one semester program. This indicates that students enrolled in a one semester course would definitely prefer an additional semester of psychology. A Chi Square value of 75.72 ($p < .01$) indicates a significantly greater proportion favor a two semester course.

These high school students were asked to estimate the value of their course in psychology as compared to other courses in high school. Again, using a scale ranging from

TABLE VII
RANKINGS OF COURSE OBJECTIVES FOR HIGH
SCHOOL PSYCHOLOGY

Position	Objective	Mean ranking
1.	To assist students in better self-understanding	2.02
2.	To help students understand themselves and their personal problems.	2.08
3.	To provide instruction in elementary principles of psychology.	3.42
4.	To increase ability to live harmoniously with others.	3.74
5.	To develop understandings of social problems.	4.03
6.	To prepare students for college psychology.	4.91

one to seven, with one representative of the lower end of the continuum, a mean of 5.90, and median of 6.0 was obtained. This indicates that these students believe their psychology class to be "highly valuable" as compared to other high school courses. In observing this result, it must be remembered that these students completed the questionnaire in the psychology class, under the administration of the teacher. The possibility of immediate identification with the class, and any corresponding "halo effect" due to the immediate environmental setting must be considered. However, to minimize the expected "halo effect" directions were given by the teacher, reinforcing the request for objectivity during completion of this questionnaire. Therefore, it is believed that this result, as well as others obtained from the questionnaire are representative of the beliefs and attitudes of these students.

Item three requested a rating of topics which the students believed to be of particular value. Table VIII illustrates the results obtained on this item. It is of extreme interest to observe the topic considered to be of most value, "personality adjustment and self-understanding." Since the teachers indicated their number one objective was to "assist students in better self-understanding," it would appear from the attitudes expressed by these students

TABLE VIII

STUDENT RANKINGS OF HIGH SCHOOL PSYCHOLOGY TOPICS
CONSIDERED TO BE OF PARTICULAR VALUE IN A COURSE
OF HIGH SCHOOL PSYCHOLOGY

Rank	Topic	Number of students selecting this topic	Per cent of total responses preferring this topic
1.	Personality adjustment and self-understanding	140	13.10
2.	Feelings and emotions	137	12.82
3.	Motivation (drives, desires, goals)	122	11.42
4.	Personality	120	11.23
5.	Getting along with others	108	10.11
6.	Social behavior	93	8.70
7.	Intelligence	65	6.06
8.	Aptitudes, abilities, and interests	55	5.15
9.	Learning	52	4.86
10.	Mental hygiene	46	4.30
11.	Extra-sensory perception	27	2.58
12.	Habits	26	2.43
13.	Occupational-vocational information	24	2.24
14.	Dating	22	2.06
15.	How to Study	20	1.87
16.	Statistics	11	1.03

that the teachers were fulfilling this objective (sic). In striking contrast the area of statistics receives an extremely low ranking by teachers and students alike. By observing these two extremes of self-understanding and statistics, there is evidence to suggest that teachers and students alike are more interested in the "personality," or applied aspects of psychology than in psychology as a science.

Since an observable degree of similarity appeared to exist between the rankings of topics done by the teachers, and the rankings done by students a rank-order correlation was conducted to determine if a significant relationship existed between the two rankings. A Rho of .785 was obtained when comparing the two rankings. To determine the significance of this correlation, a t-test of significance was utilized. This resulted in a t of 4.715 ($p < .01$) which confirms the significance of this correlation. This means then, that students and teachers alike, agreed upon the topics content of the course. It is of great interest to note that, in this study, we have teachers and students who significantly agree upon the importance of subject-matter topics to be presented in the course.

A total of 166, or 89.24 per cent of the students sampled stated that they would take additional psychology in high school if it were offered. Twenty students or

10.75 per cent indicated that they would not be interested in additional study of psychology. A Chi Square value of 114.60 ($p. < .01$) gives strong support to the significantly greater proportion desiring additional high school psychology.

Item five of the questionnaire requested a ranking of high school courses which the students believed were the greatest contributors to their high school education. Table IX gives the result of this ranking.

Consideration must again be given to the fact that the questionnaire was completed by the students while in a psychology class. Each student when responding to the questionnaire, was enrolled in and attending a psychology class. Each student had not necessarily been enrolled in all other areas. However, with the wording of the question being neutral, and the administrator's request for objectivity, it is the belief of the writer that these results again reflect the attitudes and beliefs of the subjects involved.

A total of 109, or 58.60 per cent of the students stated that they had been in other courses where topics like those in psychology had been studied while seventy-seven, or 41.39 per cent stated that they had not had this experience. A Chi Square value of 5.50 ($p. < .02$) indicates a significantly larger proportion in the "yes" group.

TABLE IX

A RANKING OF COURSES CONSIDERED TO HAVE BEEN THE
GREATEST CONTRIBUTORS IN THE HIGH SCHOOL EDU-
CATION OF 187 SENIOR HIGH SCHOOL STUDENTS

Position	Subject	Median rank	Mean rank
1.	English	2.0	3.27
2.	Psychology	3.0	3.47
3.	History	4.0	4.49
4.	Literature	5.0	4.89
5.	Sociology	5.0	5.13
6.	Mathematics	6.0	5.77
7.	Speech	6.0	5.83
8.	Biology	6.0	6.32
9.	Home economics (girls)	7.0	7.51
10.	Foreign languages	8.0	7.57
11.	Chemistry	8.0	8.03
12.	Geography	9.0	8.54
13.	Physics	9.0	8.84
14.	Art	10.0	9.38
15.	Industrial arts (boys)	10.0	9.71
16.	Journalism	11.0	9.81

When asked if they could have obtained the same psychological information elsewhere if they had not taken the course; 118, or 64.13 per cent of the students responded in the negative. Sixty-six, or 35.87 per cent indicated that they could have obtained this information elsewhere. A Chi Square of 14.69 ($p. < .01$) again significantly indicates a greater proportion of students in the negative group. Some examples of where this information would be obtained was given. Generally, students stated that they could have obtained this information from their local libraries, colleges, doctors, and through information gained in other high school courses.

Item number eight of the questionnaire requested information concerning the student's self-understanding and understanding of others, before and after completion of the psychology course. A total of 179, or 96.76 per cent of the students reported having a higher degree of self-understanding (and understanding of others) at the time the questionnaire was administered, than they held prior to enrolling in the course approximately ten weeks earlier. Six, or 3.24 per cent reported in the negative. As indicated by the large "yes" response, the Chi Square value was highly significant. A value of 161.78 ($p. < .01$) was obtained to support this significance level. Additional reinforcement is provided here to support the high degree

of emphasis placed upon the concept of self-understanding. Teachers see this as their primary objective, students see it as the topic of greatest value, and now the students have indicated attaining a higher degree of self-understanding through participation in this course.

Items nine and ten of the questionnaire were concerned with the attitudes held by these students pertaining to plans for future study of psychology. Item nine was directed at the students under the assumption that they were not going to college. This group was asked if they thought that they would do any additional study of psychology for the purpose of gaining further information. Affirmative responses were obtained from 134, or 73.63 per cent of the students, while forty-eight, or 26.37 per cent responded in the negative. A Chi Square value of 40.63 ($p. < .01$) is sufficiently high to show that there are significantly more students responding in favor of additional study.

Item ten hypothetically assumes that psychology is not required in college. Under this condition, the students were asked if they would now take additional psychology when in college. A total of 172, or 91.98 per cent stated that they would take additional psychology courses, while fifteen, or 8.02 per cent said no. The Chi Square

value of 131.81 ($p. < .01$) indicates a significantly larger proportion in the "yes" group.

The results of items nine and ten seem to indicate that the high school psychology course, as well as meeting other objectives, has provided these students the incentive to acquire additional information regarding the subject of psychology.

Two of the high schools used in this sample utilized the textbook, Psychology and Life, by Floyd L. Ruch. The third school used a combination of the 1957 and 1950 editions of Engle's text. Ratings were calculated for each of the three texts relating to the degree of student satisfaction with each. Again using the one to seven rating scale, a rating of "average" satisfaction for each text was obtained. Engle's 1950 edition received a mean rating of 3.75, his 1957 edition received a mean rating of 4.69, and Ruch's text received a mean rating of 4.93. Each mean fell within the "average" category. A t-test of significance was utilized to determine if any significant difference existed between these mean ratings. A resulting t value of 1.13 ($p. > .05$) indicates no significant difference between Ruch, and Engle's 1957 edition.

Similar to the procedure utilized on the teacher questionnaire, a listing of nineteen subject-matter areas of psychology was provided. Students were asked to rate

the strengths and weaknesses of each area. Since both texts were rated, summaries of these ratings are presented individually. Table X presents the results of this rating for Engle's text.

In this rating, significant strengths were found in the areas of learning, personality, getting along with others, intelligence, mental health, and mental illness. Significant weaknesses were reported in family conflict, discipline, and occupational-vocational information. These results are highly comparable to the ratings given this text by the high school psychology teachers. The teachers and students both reported learning, personality, getting along with others, intelligence, and mental health as strong points of the text. They also agreed on discipline, and occupational-vocational information as being weak points. From these independent ratings by teachers and students, it appears that both groups viewed the text with similar attitudes and beliefs regarding the subject-matter content. Similar ratings by teachers and students of a given text suggest a high degree of agreement regarding the importance of the specific areas mentioned within that text. This agreement apparently exists in the evaluation of Engle's textbook.

Table XI presents the results of the student rating of Ruch's text, Psychology and Life.

TABLE X

STUDENT RATINGS OF STRENGTHS AND WEAKNESSES OF THE
HIGH SCHOOL TEXT, PSYCHOLOGY: ITS PRINCIPLES AND
APPLICATIONS BY T. L. ENGLE

Subject-matter area	Number of reported strengths	Number of reported weaknesses	χ^2
Learning	33	13	8.69*
Motivation	19	24	.58
Personality	37	8	18.68*
Getting along with others	30	13	6.72*
Intelligence	31	10	10.75*
Testing	15	21	1.00
Heredity	22	22	0.00
Environment	24	15	2.07
Maturation	23	18	.61
Perception	20	22	.09
Mental health	35	10	13.88*
Emotions	25	20	.55
Dating	21	22	.02
Family conflict	10	30	10.00*
Mental illness	34	11	11.75*
Preparation for marriage	14	28	4.66
Discipline	5	35	22.50*
Social attitudes	24	19	.58
Occupational- vocational information	11	29	8.10*

*Significance at .01 level of confidence

TABLE XI

STUDENT RATINGS OF STRENGTHS AND WEAKNESSES OF THE
TEXT, PSYCHOLOGY AND LIFE, BY FLOYD L. RUCH

Subject-matter area	Number of reported strengths	Number of reported weaknesses	χ^2
Learning	63	42	4.20
Motivation	95	14	60.19*
Personality	73	24	24.75*
Getting along with others	31	62	10.33*
Intelligence	75	27	22.58*
Testing	54	41	1.77
Heredity	72	25	22.77*
Environment	89	17	48.90*
Maturation	60	40	4.00
Perception	50	35	2.64
Mental health	67	27	17.00*
Emotions	93	17	52.51*
Dating	5	77	63.22*
Family conflict	21	62	20.25*
Mental illness	74	21	29.56*
Preparation for marriage	8	76	55.04*
Discipline	18	61	23.40*
Social attitudes	52	39	1.85
Occupational- vocational information	19	66	25.98*

*Significance at .01 level of confidence

The results show more reported significant strengths than in the rating of Engle's text. Also, since this text is designed primarily as an introductory college text, some variations in the specific strengths and weaknesses mentioned were observed. An example of this is where teachers and students both rate "getting along with others" as a significant strength. However, possibly due to the college orientation of Ruch's text, this topic is mentioned infrequently and is rated as a significant weakness. This is an example of the trend observed by comparing the three ratings. Also, while Ruch receives more ratings in significant strengths, it is of interest to note that on item eleven of the student questionnaire this text received a rating of "average," as did Engle's. The mean ratings reported in item eleven (Engle 4.69, and Ruch 4.925) do not indicate a substantial difference in acceptance, although Ruch's text receives more strength ratings. Based upon these results, it appears that more areas of Ruch's text are viewed as strong points, but on an over-all basis, both are received with similar satisfaction by students and teachers. A more detailed observation of these results shows that Engle and Ruch both received significant "strength" ratings in the areas of personality, intelligence, mental health, and mental illness. Engle received significant "strength" ratings in learning, and getting along

with others whereas Ruch did not. On the other hand, Ruch received significant "strength" ratings in motivation, heredity, environment, and emotions, whereas Engle did not. In the area of weaknesses, both received significant rankings in family conflict, discipline, and occupational-vocational information. Ruch, in addition, received "weak" ratings in getting along with others, dating, and preparation for marriage.

The final item of this questionnaire was concerned with clarifications of any myths or misconceptions of psychology that took place in the course. A total of 135, or 76.21 per cent of the students reporting indicated that the course had contributed to clarifications of this nature. Forty-two, or 23.73 per cent of the students indicated that the course did not clarify any misconceptions. Many of those students responding in the negative felt that they held no misconceptions of psychology prior to taking the course (sic).

III. COLLEGE STUDENT'S QUESTIONNAIRE

Items one through six of this questionnaire utilized the one to seven point rating scale. Again, in each item "1" represents the lower end, and "7" the higher end of the rating continuum.

According to the results obtained from item one, these students see their college course as "moderately similar" to the high school course. A mean of 3.77, and a median of 4.0 illustrates this moderate attitude.

Students also appeared to view the academic background of their former high school instructors as being "moderate," or average. A mean of 4.71, and median of 5.0 supports this view. Ratings ranged from one to seven, representing both extremes in their perception of their teacher's preparation.

A mean rating of 3.23 regarding the professional experience in psychology held by their teacher was slightly lower than perception of academic background, but still falls within the average, or "moderate experience" category.

Students indicated that the course in high school psychology was of "moderate value" in preparing them for the introductory college course. Again, ratings representing both extremes were obtained, which resulted in a mean of 3.70. Support here is given of the teacher's ranking of objectives that the course is not particularly oriented to preparation for college psychology, although it was reported that some college students did obtain assistance from the course.

"Moderate assistance" was obtained in high school psychology by these students in acquiring an understanding of human behavior. A mean of 3.96 again represents the "average" rating.

College students sampled were also "moderately satisfied" with their high school text. A mean of 4.13, and a median of 4.0 was obtained.

Each of the above items produced consistently "average" ratings which failed to indicate any differential trends or direction with reference to the specific item. Ranges generally extended to both ends of the scale, with a high degree of variation from individual to individual, and from school to school.

College students did not report the strong desire for a two semester course as did the high school students. Seventy-seven, or 47.46 per cent of the college students expressed a desire for a two semester course, and fifty-seven, or 42.57 per cent expressed a preference for the single semester offering. The Chi Square value of 2.98 ($p. > .05$) fails to indicate the existence of a significantly larger proportion in the "yes" group. This is contrasted to the high school students, who reported a significant preference for the two semester offering.

A difference was found in the number of college students who had been enrolled in high school courses for one

semester rather than two. A total of 111, or 81.62 per cent indicated that their high school course was for one semester. Twenty-five, or 18.33 per cent reported that theirs had been for two semesters. The Chi Square value of 54.32 ($p. < .01$) shows that the group having the one semester course is of a significantly larger proportion than the two semester group. This again is a reversal from the results of the high school group. There does not appear to be any immediate explanation for these differences between the high school and college groups. One hypothesis might be that since a single semester course was experienced by a significant majority of the college students, that they would prefer the one semester course. A second hypothesis would suggest that there is in effect a possible trend in the direction of the two semester course. Since a significant proportion of college students reported having the one semester course, but not so for the high school students. This indicates that more two semester courses exist now. To explain the differences in preference existing between these two groups in length of courses, it appears that additional study would be necessary.

A ranking of high school courses identical to the one provided the high school students was requested of the college students. They were asked to rank these courses in their order of importance on the basis of the contribution

the course made to their over-all high school education. Table XII presents the results of this ranking.

There are some noticeable differences to be observed here in relation to the results obtained from the high school students (both terminal and college bound) on the similar item. First, the college students rank their high school psychology much lower. Second, the "college preparatory" courses such as mathematics and biology receive a higher ranking. This is probably due to the nature of the responding college group, as these courses were more highly stressed for college admission. However, some questions are suggested by the rating given to high school psychology. Does an additional year of maturity change the students' views of their high school course? Does exposure to a college introductory course tend to alter the previously held attitudes toward high school psychology? Or would this college bound group have rated psychology lower (as a group) while in high school? These questions will remain unanswered for now, but they do suggest several possibilities for additional investigation. Since these college students represent an isolated sample of their high school classes, it is also possible that their ratings are more critical of the non-college preparatory courses than the total high school population would be.

TABLE XII

A RANKING OF COURSES CONSIDERED TO HAVE BEEN THE GREATEST CONTRIBUTORS TO THE HIGH SCHOOL EDUCATION OF 206 STUDENTS SAMPLED AT CENTRAL WASHINGTON STATE COLLEGE, WASHINGTON STATE UNIVERSITY, AND YAKIMA VALLEY COLLEGE

Position	Subject	Median rank	Mean rank
1.	English	2.0	2.95
2.	History	4.0	4.20
3.	Mathematics	5.0	5.21
4.	Biology	6.0	5.34
5.	Chemistry	5.0	5.41
6.	Literature	5.0	5.53
7.	Foreign languages	6.0	5.69
8.	Psychology	6.0	5.74
9.	Sociology	7.0	6.65
10.	Physics	7.0	6.85
11.	Speech	8.0	7.65
12.	Geography	8.0	8.00
13.	Home economics (girls)	9.0	8.29
14.	Journalism	11.0	9.23
15.	Industrial arts (boys)	10.0	10.26
16.	Art	11.0	10.35

Items ten, eleven, and twelve again utilize the one to seven rating scale. On the first of these three items, college students were asked to rate the degree of assistance that high school psychology provided in acquiring better self-understanding. A mean of 3.93 was obtained indicating that the course was of "moderate assistance" in gaining this self-understanding.

As compared to other high school courses, these students see psychology as being "moderately valuable" as indicated by a mean rating of 4.14.

When asked if psychology in high school was of assistance in the general preparation for college, these students reported the course to have been of "moderate assistance." A mean of 3.42 was obtained here. They were then asked to check the areas which were believed to have been of assistance in general college preparation. Table XIII presents the results from item thirteen of the questionnaire.

Similar to the results reported by high school students, college students also feel they have gained assistance in the areas of personality, and self-understanding.

If psychology had not been a required course in college; 121, or 88.32 per cent of the students sampled stated that they would have taken additional psychology in

TABLE XIII

AREAS OF HIGH SCHOOL PSYCHOLOGY REPORTED TO HAVE
BEEN OF ASSISTANCE TO 206 STUDENTS IN
PREPARATION FOR COLLEGE

Rank	Area of preparation	Number selecting this area	Per cent selecting this area
1.	By providing an understanding about personality characteristics	87	22.19
2.	By providing a better understanding of myself and others	81	20.66
3.	By providing information regarding my own abilities, interests, and aptitudes	62	15.81
4.	By providing assistance in bettering my interpersonal relationships with others	60	15.30
5.	By assisting me to gain improved study habits	40	10.20
6.	By increasing my emphasis upon the value of education	29	7.39
7.	By assisting me in achieving greater independence	24	6.12
8.	By assisting me to gain improved organization of my daily routine	9	2.29

college. Sixteen, or 11.68 per cent indicated that they would not take additional psychology if it was not required.

Eighteen college students indicated on the questionnaire that their high school course led them to consider a college major or minor in the field of psychology. Of this eighteen, six of these students now indicate that they have selected psychology as either a major or minor.

IV. COLLEGE GRADE ANALYSIS

In comparing the performance of students in introductory psychology courses who had taken high school psychology against those who had not, final letter grades were obtained for subjects at Central Washington State College (C.W.S.C.), Washington State University (W.S.U.), and Yakima Valley College (Y.V.C.). In addition, raw score points were obtained for subjects at C.W.S.C. Final letter grades (A, B, C, D, E) were converted to a corresponding numerical value of 4, 3, 2, 1, 0. Since this represents a coarse grouping of numerical data, raw score points were used for a comparison of the results obtained. Because final letter grades alone were available from W.S.U. and Y.V.C., and raw score points could not be obtained for these institutions, Shepard's correction for coarsely grouped data was utilized in the computations of t-tests of significance.

A further breakdown by class was possible for those at C.W.S.C. Table XIV presents the results of t-tests computed by using raw score points.

When analyzed class by class only one of the groups with high school psychology is significantly superior to those students without high school psychology. Although not significantly so, six means are in the direction of the high school psychology group.

Table XV on page 70 gives the results obtained from t-tests of significance comparing means of letter grades at C.W.C.E., class by class.

Again, only one class reaches significance. However, in this comparison, it is a different class which reaches the significance level. This difference is accounted for by the difference in grades distributed, and indicates that by using raw score points for comparison, a finer measure of performance was obtained. Although not significant, six of the nine classes again show direction favoring the group having had high school psychology.

Table XVI on page 71 gives the results obtained from t-tests of significance when comparing mean letter grade scores of data received from each of the three institutions of higher education.

When analyzed college by college, each of the three means favor those students with high school psychology.

TABLE XIV

t-TESTS OF SIGNIFICANCE COMPARING MEAN RAW SCORE GRADES
OF COLLEGE STUDENTS ENROLLED IN NINE INTRODUCTORY
COURSES AT C.W.S.C. WHO TOOK HIGH SCHOOL PSY-
CHOLOGY AGAINST THOSE WHO DID NOT

Class	\bar{X} With high school psychology	\bar{X} Without high school psychology	df	t
1.	-106.81	-114.85	75	1.02
2.	-114.54	-129.77	58	1.57
3.	45.37	49.98	64	1.42
4.	-192.44	-174.55	70	1.18
5.	-153.50	-184.42	59	2.12*
6.	-146.00	-167.92	65	1.52
7.	52.33	48.34	56	1.29
8.	-200.50	-201.18	62	.05
9.	229.36	229.56	58	.01

-Minus scores indicate errors committed. Others are expressed in points earned.

*Significance at .05 level

TABLE XV

t-TEST OF SIGNIFICANCE COMPARING MEAN LETTER GRADES
OF COLLEGE STUDENTS ENROLLED IN NINE INTRODUCTORY
PSYCHOLOGY COURSES AT C.W.S.C. WHO TOOK HIGH
SCHOOL PSYCHOLOGY AGAINST THOSE WHO DID NOT

Class	\bar{X} With high school psychology	\bar{X} Without high school psychology	df	t	t (Shepard's correction)
1.	2.69	2.36	75	1.19	1.24
2.	2.72	2.40	58	1.05	1.11
3.	2.37	2.45	64	.26	.29
4.	1.88	2.38	70	1.73	1.87
5.	2.66	2.20	59	1.62	1.71
6.	2.80	2.31	65	2.18*	2.45*
7.	2.77	2.32	56	1.03	1.06
8.	2.05	2.13	62	.41	.44
9.	2.15	2.14	58	.04	.05

*Significance at .05 level

However, as indicated in the following table, only one of these means shows a significant difference.

TABLE XVI

t-TESTS OF SIGNIFICANCE COMPARING MEAN LETTER GRADE SCORES OF STUDENTS WITH AND WITHOUT HIGH SCHOOL PSYCHOLOGY FROM EACH OF THREE INSTITUTIONS

Institution	\bar{X} Grade of those taking high school psychology	\bar{X} Grade of those not taking high school psychology	df	t	t (Shepard's correction)
CWSC	2.42	2.31	583	1.20	1.27
WSU	2.69	2.41	543	2.56*	2.82*
YVC	1.91	1.61	123	1.46	1.51

*Significance at .05 level

Table XVII is the result obtained by combining the data from the three schools into one single t-test of significance. Although independently analyzed courses and institutions do not consistently show significant differences in performance between the two groups, the combined total has obviously allowed significance. From this data, evidence has been provided which shows a significantly higher degree of academic performance in an introductory college psychology course by those students who took high school psychology. However, on a class by class, and school by school basis, significant differences were not consistently shown.

TABLE XVII

A t-TEST OF SIGNIFICANCE OF MEAN LETTER
 GRADES ATTAINED BY STUDENTS AT C.W.S.C.,
 W.S.U., AND Y.V.C. COMBINED

\bar{X} Grade of those taking high school psychology	\bar{X} Grade of those not taking high school psychology	df	t
2.45	2.29	1,249	2.31*

*Significance at .05 level

CHAPTER V

SUMMARY

The purpose of this study was to determine the current status of high school psychology teaching in the State of Washington. Specifically, the paper attempted to gain information regarding course content, frequency, and objectives. Also, student attitudes of both high school and college students were assessed in order to gain some information pertaining to the perceptions that these students have of their high school psychology course.

Questionnaires were completed by high school teachers, high school students, and college students who had taken high school psychology and who were now enrolled in an introductory psychology course. In addition, data was collected from Central Washington State College, Washington State University, and Yakima Valley College which was used to compare the performance of students enrolled in an introductory psychology course who had taken high school psychology, against those who had not.

From the high school teacher's questionnaire, data was gathered concerning teacher preparation, frequency of course offerings, status of students electing the course, and teachers' views of student interest in the course. It was found that almost half of the teachers held a Master's

degree. Approximately one-fifth of the teachers sampled had taken their undergraduate major in psychology. A large majority of these teachers indicated a desire to gain membership in the special category of the American Psychological Association for teachers of high school psychology. Psychology is an elective in each of the schools sampled, and is taken by juniors and seniors for one or two semesters. These teachers see psychology as being highly appealing to students, and add that student interest in the subject is increasing. The questionnaire provided additional information concerning an evaluation of textbooks, methods of class presentations, importance of topics presented, and course objectives. It was found that almost three-fourths of these teachers use the textbook, Psychology: Its Principles and Applications, by T. L. Engle. There does not seem to be any one single teaching method for the psychology course, as it was shown that a variety of methods are used by these teachers. The topics of "personality," and "personal adjustment and self-understanding" are considered to be the two most important areas of the high school psychology course, as seen by these teachers. This was supported by the selection of "assisting students in better self-understanding" as the most important objective of the course.

Results of the high school student's questionnaire provided additional data concerning the attitudes expressed by these students relating to their perception of the psychology course. On a list of sixteen high school subjects, psychology was ranked second among these subjects (English being rated first). These students further indicated that they would take additional psychology in high school if it was offered; that compared to other high school courses psychology was "highly valuable;" and that they would like additional study of this subject following high school graduation. The students agreed with their teachers in the selection of "personality adjustment and self-understanding" as the most important topic of the course. Since ninety-six per cent of the students stated they had obtained a better self-understanding through the course, it appears that this topic receives considerable attention in the psychology course.

The college student's questionnaire provided additional information concerning the perception of these students regarding the psychology course they had taken while in high school. Attitudes were expressed here concerning teacher backgrounds and preparations, the value of high school psychology, self-understanding, understanding human behavior, the high school text, and duration of the course. In each of these categories a "moderate" or average rating

was obtained. In ranking high school subjects in order of importance, psychology was rated lower (eighth) by these students than by the high school students. A total of six out of 206 college students sampled stated that they had elected a major or minor in psychology on the basis of their high school psychology course. The college group also indicated that high school psychology had assisted in their college preparation by providing an understanding of personality characteristics, and providing for better self-understanding.

The college grade analysis reported in this study shows that when separate classes, and separate institutions of higher learning were compared, significant differences were not consistently observed in student performance. However, when comparing college students who took high school psychology against those who did not, as a total group, it was found that the group having had the high school course did perform significantly higher in their introductory psychology course than the group not having high school psychology.

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APPENDIXES

APPENDIX A

HIGH SCHOOL TEACHER'S

QUESTIONNAIRE

QUESTIONNAIRE

1. Please indicate your undergraduate major. (a) Bachelor's Degree in _____, Major _____ (b) If you hold other degrees, please indicate. Degree _____, Major _____.
2. Please indicate the courses in your preparation that you consider relevant to your psychology teaching. (If additional space is needed, please use reverse side of this page.)

3. Please indicate your total number of years teaching experience. _____
4. How many years have you been teaching psychology at the high school level? _____
5. The American Psychological Association has provided membership opportunity to teachers of high school psychology through its Division II, which is designed to provide information and service for these teachers, as well as other objectives. If given the opportunity, would you be interested in affiliating with this organization? Yes _____ No _____
6. Are you currently teaching other courses, as well as psychology? _____
7. If teaching other courses, please indicate the subject(s). _____
8. What is the approximate enrollment of your high school? _____
9. How many teachers in your school teach classes in psychology? _____
10. How many sections of psychology are taught by each teacher? _____
11. Is the psychology course taught as a one or two semester course? One _____ Two _____
12. At what grade level do your students take psychology? (a) Senior _____ (b) Junior _____ (c) Senior and/or Junior _____ (d) Other _____
13. Is psychology an elective _____, or required _____ course?
14. How long has psychology been taught in your school?

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15. In your opinion, what is the appeal of psychology to the students?

HIGHLY UNDESIRABLE			DESIRABLE		HIGHLY DESIRABLE	
1	2	3	4	5	6	7

16. What was the approximate number of students in your school who received instruction in the psychology classes during the current year?

17. What appears to be the current interest in the psychology course in your school?

DECREASING		SAME		INCREASING		
1	2	3	4	5	6	7

18. In relation to the total school population, what is the general ability level of those students enrolling in the psychology course?

BELOW AVERAGE ABILITY		AVERAGE ABILITY		ABOVE AVERAGE ABILITY		
1	2	3	4	5	6	7

19. Are your students required to utilize supplementary readings? Yes _____ No _____

20. If you use a textbook, please indicate the title and author. Author _____ Title _____

21. Please indicate your degree of satisfaction with the text.

DISSATISFIED		SATISFIED		HIGHLY SATISFIED		
1	2	3	4	5	6	7

22. Please check the areas of subject-matter which appear to represent the strengths and weaknesses of your text.

STRENGTHS

WEAKNESSES

- | | | |
|-------|-------|------------------------------|
| _____ | _____ | 1. Learning |
| _____ | _____ | 2. Motivation |
| _____ | _____ | 3. Personality |
| _____ | _____ | 4. Getting along with others |
| _____ | _____ | 5. Intelligence |
| _____ | _____ | 6. Testing |
| _____ | _____ | 7. Heredity |
| _____ | _____ | 8. Environment |
| _____ | _____ | 9. Maturation |
| _____ | _____ | 10. Biological aspects |
| _____ | _____ | 11. Perception |
| _____ | _____ | 12. Mental health |
| _____ | _____ | 13. Emotions |

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STRENGTHS

WEAKNESSES

- | | | |
|-------|-------|------------------------------|
| _____ | _____ | 14. Boy-girl relationships |
| _____ | _____ | 15. Family conflict |
| _____ | _____ | 16. Mental illness |
| _____ | _____ | 17. Preparation for marriage |
| _____ | _____ | 18. Discipline |
| _____ | _____ | 19. Social attitudes |
| _____ | _____ | 20. Vocational information |
| _____ | _____ | 21. Other _____ |

23. In presenting course material, please check those methods which are utilized.

_____ Lecture	_____ Demonstrations
_____ Class discussion	_____ Case studies
_____ Experiments	_____ Projects
	_____ Other (please specify)

24. Please rank (1 through 18) the following topics in their order of importance in your course. If not included in the content of the course, please omit the item. (Example: 1 Dating, 2 Learning, etc.)

_____ Personality	_____ Occupational-vocational information
_____ Social behavior (culture, social activities)	_____ Personal adjustment and self-understanding
_____ Feelings and emotion	_____ Aptitudes, abilities and interests
_____ Motivation (drive, desires, and goals)	_____ Learning
_____ Habits	_____ Intelligence
_____ Mental hygiene	_____ Statistics
_____ How to study	_____ Getting along with others
_____ Extra-sensory perception	_____ Other (please specify)
_____ Dating	
_____ Sex education	

25. Please rank (1 through 7) the following objectives in their order of importance in your course.

_____ To assist students in better self-understanding.
_____ To prepare students for college psychology.
_____ To help the students understand themselves and their personal problems.
_____ To develop understanding of social problems.
_____ To increase ability to live harmoniously with others.

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_____ To provide instruction in elementary principles
of psychology.

_____ Other (Please specify) _____

26. I would be interested in receiving the materials
mentioned in the letter. Yes__ No__

APPENDIX B

INTRODUCTORY LETTER

April 14, 1964

Dear Colleague:

The purpose of this study is to obtain information regarding the content, frequency, and purpose of our current high school psychology offerings. That is, we would like to know the current status of these courses as taught in this state. Therefore, this questionnaire becomes an extremely valuable tool in attempting to achieve this goal.

My thesis chairman, in connection with the study, is Dr. Maurice L. Pettit. Dr. Pettit is Professor of Education and Psychology at Central Washington State College, and is also presently serving as chairman for the Washington State Psychological Association's committee dealing with the teaching of psychology in the high schools and colleges. Therefore, the professional organization and the thesis committee, as well as myself, are keenly interested in the current status of psychology in the high school curriculum.

One of the outcomes of this study has been the collection of bibliographies for student and faculty readings. Also, a collection of easily constructed demonstrations and experiments for classroom use has been assembled. Upon return of the questionnaire I shall be happy to forward a copy of these materials to you. Just send me a self-addressed, stamped envelope, and they will be forwarded to you.

Trial completions of the questionnaire indicate that approximately 10 minutes are required to provide the requested information. I would deeply appreciate these 10 minutes of your time in assisting with this study.

Sincerely yours,

G. James Mullen

APPENDIX C

**HIGH SCHOOL PSYCHOLOGY
STUDENT'S QUESTIONNAIRE**

HIGH SCHOOL PSYCHOLOGY STUDENT QUESTIONNAIRE

HIGH SCHOOL _____ CITY _____

- Should psychology be a one or a two semester course?
One _____ Two _____
- Please estimate the value of psychology to you, as compared to other courses in high school. (Circle one number)

OF NO VALUE		AVERAGE			HIGHLY VALUABLE	
1	2	3	4	5	6	7

- Please check (from the list below) those topics the psychology course has provided which have had particular value to you.

<input type="checkbox"/> Personality	<input type="checkbox"/> Aptitudes, abilities and interests
<input type="checkbox"/> Social behavior (culture, social activities)	<input type="checkbox"/> Learning
<input type="checkbox"/> Feelings and emotion	<input type="checkbox"/> Intelligence
<input type="checkbox"/> Motivation (drive, desires, and goals)	<input type="checkbox"/> Statistics
<input type="checkbox"/> Habits	<input type="checkbox"/> Getting along with others
<input type="checkbox"/> Mental hygiene	
<input type="checkbox"/> How to study	
<input type="checkbox"/> Extra-sensory perception	
<input type="checkbox"/> Dating	
<input type="checkbox"/> Occupational-vocational information	
<input type="checkbox"/> Personality adjustment and self-understanding	

- Would you take additional high school psychology, if it was offered? Yes _____ No _____
- Please rank (in their order of importance to you) those courses in high school which you feel have been the greatest contributors to your high school education by placing a (1) in front of the most important, (2) in front of the next most important, and so on through each of the subjects mentioned.

<input type="checkbox"/> Art	<input type="checkbox"/> History	<input type="checkbox"/> Psychology
<input type="checkbox"/> Biology	<input type="checkbox"/> Home Economics	<input type="checkbox"/> Sociology
<input type="checkbox"/> Chemistry	<input type="checkbox"/> (girls)	<input type="checkbox"/> Speech
<input type="checkbox"/> English	<input type="checkbox"/> Journalism	<input type="checkbox"/> Industrial
<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Arts (boys)
<input type="checkbox"/> Geography	<input type="checkbox"/> Physics	<input type="checkbox"/> Literature

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6. Have you had other courses where you have studied human behavior, or topics like those in your psychology class? Yes___ No___ If so, please list those courses. _____
7. If you had not taken high school psychology, would you have been able to obtain the same information elsewhere? Yes___ No___ If so, where? _____
8. For the moment, think back to the first day of this class. Do you feel that you now have a better understanding of yourself and others than you did on that first day? Yes___ No___ If you can, mention in which way. _____
9. If you were not to go on to college, do you feel that you would attempt to do additional study of psychology for your own information? Yes___ No___
10. If you were to attend college, and psychology was not required, do you feel that you would be interested in taking courses in this subject? Yes___ No___
11. Please indicate your satisfaction with your present psychology text.
(Circle one number)

UNSATISFIED

AVERAGE

HIGHLY SATISFIED

1

2

3

4

5

6

7

12. Please check those areas of subject-matter which appear to represent the strengths and weaknesses of your text.

STRENGTHS

WEAKNESSES

1. Learning
2. Motivation
3. Personality
4. Getting along with others
5. Intelligence
6. Testing
7. Heredity
8. Environment
9. Maturation (growing up)
10. Perception

-3-

STRENGTHS

WEAKNESSES

- | | | |
|-------|-------|--|
| _____ | _____ | 11. Mental health |
| _____ | _____ | 12. Emotions |
| _____ | _____ | 13. Dating |
| _____ | _____ | 14. Family conflict |
| _____ | _____ | 15. Mental illness |
| _____ | _____ | 16. Preparation for marriage |
| _____ | _____ | 17. Discipline |
| _____ | _____ | 18. Social attitudes |
| _____ | _____ | 19. Occupational-Vocational
Information |

13. Has your psychology course helped to explain any myths or misconceptions that you might have had about any area of human behavior, or psychology? Yes___ No___
IF SO, PLEASE GIVE AN ILLUSTRATION. _____
-

APPENDIX D

QUESTIONNAIRE ON

HIGH SCHOOL PSYCHOLOGY

QUESTIONNAIRE
on
HIGH SCHOOL PSYCHOLOGY

NAME _____ INTENDED MAJOR _____
(Please Print)
HIGH SCHOOL ATTENDED _____ INTENDED MINOR _____

1. Did your high school course give you the same impression of psychology as you have come to know it in your college course? (Please circle one number.)

VERY DIFFERENT		MODERATELY SIMILAR		VERY SIMILAR
1	2	3	4	5

2. To what extent did your high school psychology teacher seem to have academic background for teaching the course? (Please circle one number.)

LITTLE OR NO BACKGROUND		MODERATE BACKGROUND		EXTENSIVE BACKGROUND
1	2	3	4	5

3. To what extent did your high school psychology teacher seem to have professional experience in psychology other than academic training? (Please circle one number.)

LITTLE OR NO EXPERIENCE		MODERATE EXPERIENCE		EXTENSIVE EXPERIENCE
1	2	3	4	5

4. Of what value was your high school psychology course in preparing you for your work in this introductory college course?

OF NO VALUE		MODERATELY VALUABLE		HIGHLY VALUABLE
1	2	3	4	5

5. To what extent do you believe that you obtained an understanding of human behavior from your high school psychology course?

POOR		ADEQUATE		EXCELLENT
1	2	3	4	5

6. To what degree were you satisfied with your high school psychology text?

UNSATISFIED		MODERATELY SATISFIED		HIGHLY SATISFIED
1	2	3	4	5

-2-

7. Should high school psychology be a one or two semester course? One__ Two__
8. How many semesters was your high school psychology course? One__ Two__
9. Please rank (in their order of importance to you) those courses in high school which you believe contributed most to your overall high school education. Place a (1) in front of the most important, a (2) in front of the next most important, and so on through each of the subjects listed.
- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> Art | <input type="checkbox"/> History | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Biology | <input type="checkbox"/> Home Economics | <input type="checkbox"/> Sociology |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> (girls) | <input type="checkbox"/> Speech |
| <input type="checkbox"/> English | <input type="checkbox"/> Journalism | <input type="checkbox"/> Industrial |
| <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Arts (boys) |
| <input type="checkbox"/> Geography | <input type="checkbox"/> Physics | <input type="checkbox"/> Literature |
10. To what extent did your high school psychology course assist you in acquiring better self-understanding?
(Please circle one number.)
- | OF LITTLE
ASSISTANCE | | OF MODERATE
ASSISTANCE | | OF GREAT
ASSISTANCE | |
|-------------------------|---|---------------------------|---|------------------------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | | | | | 7 |
11. Please estimate the general value of your high school psychology course as you might compare it to other high school courses.
- | OF NO
VALUE | | MODERATELY
VALUABLE | | HIGHLY
VALUABLE | |
|----------------|---|------------------------|---|--------------------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | | | | | 7 |
12. To what extent did your course in high school psychology assist you in your general preparation for college?
- | OF LITTLE
ASSISTANCE | | OF MODERATE
ASSISTANCE | | OF GREAT
ASSISTANCE | |
|-------------------------|---|---------------------------|---|------------------------|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| | | | | | 7 |
13. Please check any areas which you feel high school psychology assisted in this preparation for college.
- ☐ By providing an understanding about personality characteristics.
- ☐ By providing a better understanding of myself and others.
- ☐ By assisting me to gain improved study habits.

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- ☐ By assisting me to gain improved organization of my daily routine.
 - ☐ By increasing my emphasis upon the value of education.
 - ☐ By providing assistance in bettering my interpersonal relationships with others.
 - ☐ By providing information regarding my own abilities, interests, and aptitudes.
 - ☐ By assisting me in achieving greater independence.
 - ☐ Other (Please mention.) _____
-

14. Assume psychology had not been required of you in college. With this assumption, plus moderate time for electives, would you take college psychology? Yes ☐ No ☐ If yes, please check any of the following reasons.
- ☐ Interest stimulated by high school course.
 - ☐ A stimulating teacher of high school psychology.
 - ☐ Confusion following my high school psychology course.
 - ☐ My high school course is unrelated to my interest.
 - ☐ My high school course led me to consider a major or minor in psychology.